DIRECTIONS FOR COMPLETING THE
2004 COMPREHENSIVE SCHOOL REFORM (CSR) APPLICATION
FOR PROGRAM IMPLEMENTATION IN SCHOOL YEAR 2004-2005

(All application materials can be found on the Virginia Department of Education's Web site at http://www.pen.k12.va.us/VDOE/Instruction/CSRD.html.)

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Part A.   *LEA CERTIFICATION AND SCHOOL APPLICANT OVERVIEW*

- **Local Educational Agency Certification:** The signature of the school division superintendent is required in this section.

- **School Division Data:** Provide the information as requested.

- **Individual School Data and Model Selection:** Provide the information as requested. To complete the "Model(s) Selected for CSR Funding," see the selection of models at the following Web site: http://www.pen.k12.va.us/VDOE/Instruction/CSRD.html

Special Note: There are two listings of recommended models at the above Web site. One list is recommended by the CSR statute. The second list was approved by the Virginia State Board of Education. Models on this list were determined to be aligned with the Virginia Standards of Learning. The applicant must review both lists comprehensively before making a selection.

The model selected should match the data-based needs of the schools. CSR funding has been made available for comprehensive school reform that may include the purchase of a nationally recognized reform model that is aligned with Virginia's Standards of Learning. Selecting more than one model is acceptable. The implementation of the reform model must contribute to whole-school reform as defined by the required 11 components of comprehensive school reform as outlined in the CSR statute and as found in the *Components of a Comprehensive School Reform Model (Appendix C)*. <u>If the requested national reform model(s) does not address a particular required criterion, the school must supplement the model(s) in order to meet each criterion. All CSR criteria are addressed in the application narrative.</u>

The maximum allocation is $82,000 whether one or more than one model is selected. A school should contact the person or organization responsible for the reform model immediately in order to request a <u>letter of commitment</u> indicating the company will accommodate the school⹩s request for services if selected for funding. Until the final awards are made, the applicant should not sign an agreement of financial obligation.

- **School Information:** In the first column, indicate whether the Title I school is *Accredited with Warning in English <u>and/or</u> mathematics* **or** *Provisionally Accredited/Needs Improvement in English <u>and/or</u> mathematics*. Then indicated in the

appropriate corresponding areas whether the Title I school is a Schoolwide Program School or Targeted Assistance School. Next, give the percentage of free and reduced lunch students in the school.   See the Title I coordinator for the division if there are questions.

- **School Information (Continued):** Provide the information as requested by selecting one of the grade configuration/enrollment choices.

- **Achievement Data:** Complete this section by supplying 2002-2003 Standards of Learning assessment results in both English and mathematics. Check all boxes for which the school has assessment data regardless of whether the school is applying for a reading-based or mathematics model. If grades 3 and 5 are appropriate to complete, also complete the 3/5 combined pass rate areas. School assessment results can be found at http://www.pen.k12.va.us/VDOE/src/accred-final.xls on the department's Web site. See the division's director of testing if there are questions.

- **Division Dropout Rate:** See a central office contact person to obtain the dropout rate for school year 2002-2003.

Part B. *ADEQUATE YEARLY PROGRESS (AYP) DATA DISAGGREGATION; MEASURABLE GOALS AND OBJECTIVES; RESEARCH-BASED METHODS AND STRATEGIES*

- **Instructions**: Complete this section with disaggregated Adequate Yearly Progress (AYP) data. The *Virginia School Report Cards* can be found on the department's Web site at http://www.pen.k12.va.us/VDOE/src/vasrc-reportcard-intropage.shtml.   The chart has been designed to replicate the report card for ease of completion.

  o The completed Part B will become the foundation for the remainder of the application.   This section should represent the discussions the superintendent, principal, school staff, and other instructional leaders have had regarding goals, benchmarks, strategies, and methods for mathematics and Reading/Language Arts that must be in implemented to ensure all students as well as all subgroups of students achieve AYP each year and 100 percent proficiency by 2013-2014.

Annual Measurable Objectives for Reading/Language Arts

2001-2002 Starting Point	2002-2003	2003-2004`	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
60.7	61.0	61.0	Int. Goal 70.0	70.0	70.0	Int. Goal 80.0	80.0	80.0	Int. Goal 90.0	90.0	90.0	Goal: 100%

Annual Measurable Objectives for Mathematics

2001-2002 Starting Point	2002-2003	2003-2004`	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
58.4	59.0	59.0	Int. Goal 70.0	70.0	70.0	Int. Goal 80.0	80.0	80.0	Int. Goal 90.0	90.0	90.0	Goal: 100%

The applicant is asked to address each subject area and each student category; however, for the checked instructional focus areas in column B (areas where AYP <u>was not met</u>), annual measurable goals and objectives must be more detailed than those written for areas where benchmarks were met. *The intent of this section is to have schools focus on the learning difficulties of the subgroup and is not intended to ask schools to identify unique research-based programs that have been established for the subgroup population alone.*

o **Step 1**: Using AYP data for the school, indicate in column C the percent of students passing in English and mathematics on statewide assessments for the "all students" category and for all subgroups listed in column A.

o **Step 2**: In column B, check the focus area box above the subject if AYP annual measurable objectives <u>were not met</u> *(English: 61%; mathematic: 59%)*. These areas will become instructional focus areas for your CSR program. After analyzing all data, describe in column D the school's measurable goals and objectives for improving student performance and benchmarks for meeting those goals and objectives for <u>each student category</u> and for <u>each subject area</u>

o **Step 3**: Also in column D, describe the research-based methods and strategies for student learning, teaching, and school management the school will employ to achieve each measurable goal and objective listed. For the checked instructional focus areas in column B, research-based strategies and methods must be more detailed than those written for areas where benchmarks were met.

The maximum page limitation for Part B is six pages.

Part C.   LEA APPLICATION NARRATIVE

- **Instructions**: Complete this section by responding to each question as written. Adhere to page limitations as indicated. There are four sections to Part C. Each section is introduced with a set of instructions.

  As a technical assistance aide, the *Reviewer's Scoring Rubric for Application*

Narrative has been included in the application packet. Note that the actual questions are written directly on the rubric so that the applicant can clearly see the one-to-one relationship between the *question* and the *indicators* for a complete response to each question. A complete response includes indicators A, B, C, and D. The applicant is strongly encouraged to refer to this attachment as responses are prepared. *The reviewer will use <u>the same</u> instrument to rate proposals*. Also note that the highest rating for each question can only be obtained if the applicant addresses all four indicators. Indicators A and B generally represent a basic response to a question. Indicator C moves to the next level of analysis, and indicator D asks the applicant to discuss or site research to support the response.

The page limitations are:

Part C, Section I   9
Part C, Section II   9
Part C, Section III   7
Part C, Section IV   2

Part D.   BUDGET SUMMARY

- **Instructions:** Using the nine expenditure account descriptions, provide a CSR budget, not to exceed $82,000 for project operation. An expenditure of $7,000 for the Technical Assistance Provider has been designated in Object Code 3000 in line item <u>Evaluation Services</u>. Travel and lodging expenses associated with the implementation of the CSR program are permissible. In the <u>Other Resources</u> columns, indicate which specific program/initiative (federal, state, local, or private) may be necessary to implement your comprehensive school reform program. Examples are Title I, Mobile/Exxon Corporation, and Head Start. Then enter the amount that will supplement the CSR funds. There are no financial limitations in this category. Costs should be reasonable and related to the CSR program being implemented, which may include the purchase of the national reform model(s). All budget figures must be rounded to whole dollars. Staff travel must not exceed federally approved rates for travel and per diem for meals. Indirect costs cannot be claimed. Expenditure account descriptions have been provided. Note that the need for the purchase of capital outlay must be justified, and prior approval must be received for expenditures.

Part E.   REQUIRED SIGNED AGREEMENTS AND ADDITIONAL RESOURCES

- **Instructions:** Agreements and additional materials have been included.   Appendices A-B require the signature of the division superintendent and, as appropriate, the signature of the principal and must be returned with the application. All other materials are technical assistance aides.

  If there are additional questions regarding the application process, please consult the

school division's CSR contact person that is listed on the front of the application in the *School Division Data* block.